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ABSTRACT

Standards regarding independent living programs for blind and visually handicapped students are presented in the self study and evaluation guide. Five areas are addressed: planning and organization, personnel, concept development and travel skills, living skills, and program evaluation. (CL)

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SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

Program for Independent Living

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue
New York, N.Y. 10016

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INSTRUCTIONS

PRELIMINARY STEPS. Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.

2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

RATING. In the parentheses ( ) preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

E – Excellent. The standard is met fully or exceeded.

S – Satisfactory. The standard is met substantially.

A – Adequate. The standard is met fairly well but some improvements could be made.

P – Poor. The standard is met only partially and improvements should be made.

M – Minimal. The standard is met to a small extent or not at all and substantial improvements should be made.

NA – Not Applicable. The standard does not apply for reasons stated under *Comments.*

COMMENTS. Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

PROGRAMMING FOR IMPROVEMENT. This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. *A*, either *B-1* or *B-2*, all *C* sections, those *D* sections for the services provided, an *E* form for certain staff members and *F*.

Section	Title and Edition
A	*Manual of Procedures (1979)*
B-1	*Agency Profile (1979)*
B-2	*School Profile (1979)*
C-1	*Function and Structure (1977)*
C-2	*Accounting for Services and Finances (1976)*
C-3	*Personnel Administration and Volunteer Service (1968)*
C-4	*Physical Facilities (1975)*
C-5	*Public Relations and Fund Raising (1968)*
D-2A	*Orientation and Mobility Services (1977)*
D-2B	*Orientation and Mobility Services (Dog Guide Programs) (1968)*
D-3	*Rehabilitation Centers (1968)*
D-4	*Workshop Services (1976)*
D-5	*Social Services (1968)*
D-6	*Vocational Services (1976)*
D-7	*Production of Reading Materials (1970)*
D-8	*Rehabilitation Teaching Services (1977)*
D-15	*Preschool Services (from Birth to Six) (1979)*
D-16	*Other Service Program (1979)*
D-20	*Curriculum Planning and Evaluation (1979)*
D-21	*Program for Multihandicapped Students (1979)*
D-22	*Program for K-12 Students (1979)*
D-23	*Program for Independent Living (1979)*
D-24	*Educational Resources Program (1979)*
D-25	*Leisure Education (1979)*
D-26	*Residential Living Program (1979)*
D-27	*Health Services (1979)*
D-28	*Educational Diagnostic and Counseling Services (1979)*
E	*Individual Staff Member Information Form (1977)*
F	*Evaluation Summary and Report (1979)*

Sections *D-2A* through *D-8* are applicable primarily to "agencies" and *D-20* through *D-28* primarily to "schools." *D-15* is used for preschool services in any setting. Similarly, *D-16* is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

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ACKNOWLEDGMENTS

This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 *Guide,* who chaired this project and its Coordinating Committee.

A subcommittee headed by Mrs. Ferne K. Roberts undertook the considerable challenge of updating the content of 19 sections of the 1968 *Guide* which dealt primarily with K-12 curriculum. Assisting Mrs. Roberta were Lynne Albright, Robert Brasher, Carol Derouin, York Hudgins and Susan Miller. Mr. Brasher took the initial responsibility for drafting this section which replaces two sections of the 1968 *Guide*. In April, 1977 the subcommittee reviewed the initial draft and in June of that year the Coordinating Committee approved draft for use in a national review.

Seven schools for the blind field tested the national review draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Department for the Blind, Florida School for the Deaf and the Blind; The Foundation for Blind Children, Scottsdale, Arizona; Mississippi School for the Blind; New York Institute for the Education of the Blind; St. Joseph's School for the Blind, Jersey City, New Jersey; Department for the Blind, Virginia School at Hampton and the Wisconsin School for the Blind. Also, two other schools used this draft in self-studies conducted in the school year 1977-78.

From these schools and from reviews by other individuals and groups came many comments and suggestions for improving the draft. It is not possible to name all the individuals who provided such input but they represented all categories of school staff, parents and other knowledgeable persons. All of their ideas on this section were considered by the subcommittee when it prepared a revised draft in the Spring of 1978.

This revised draft was carefully reviewed in June 1978 by the Coordinating Committee which recommended that it be approved by the Commission on Standards. This was accomplished at the November 1978 meeting of the Commission. Later that month, the Board of Directors gave final approval to the draft and authorized its publication for use in NAC's accreditation program.

Sincere appreciation is extended to the following foundations whose financial support made the project possible:

The Bodman Foundation, New York, New York;
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Assistance to the Coordinating Committee and project subcommittee was provided by NAC staff. In particular, Dr. Richard W. Bleecker served as project director. Serving as project administrator and general editor was Huesten Collingwood.

PROGRAM FOR INDEPENDENT LIVING

INTRODUCTION

The achievement of personal independence is perhaps the greatest challenge blind and multihandicapped students face. It is a life-long challenge which begins in early childhood and progresses through developmental stages.

The program described in these standards plays an important role in helping the student meet this challenge with reference to two key components of personal independence: orientation and mobility and daily living skills. The school should employ specialists in each discipline to give direction and guidance to all school personnel.

In the setting of the special school for blind and visually handicapped students, both components should be considered integral parts of the total guided learning experiences afforded to the students. Accordingly, planning, delivery and evaluation of independent living program components should involve all school personnel providing direct services to students. Attention to independent living skills is the legitimate concern of all instructional personnel in the programs for multihandicapped and K-12 students and all staff engaged in providing leisure education, residential living, health and educational diagnostic and counseling services.

For personnel in the program for multihandicapped students, standards for planning and evaluation of instruction in basic personal independence are included in *Section D-21, Program for Multihandicapped Students*. A number of multihandicapped students will advance beyond the basic skills level and should benefit from the independent living experiences included in this *Section D-23, Program for Independent Living*.

Specific instruction in concept development and travel skills should be made available to partially sighted as well as totally blind students. The program described in these standards is intended to be applied appropriately to both categories of visually handicapped individuals.

PROGRAM FOR INDEPENDENT LIVING

THE STANDARDS

1. PLANNING AND ORGANIZATION

( ) 1.1 PHILOSOPHY. The program for independent living is consistent with the school's statement of philosophy of service as approved by the governing authority.

Comments:

( ) 1.2 PURPOSE. The purpose of the program for independent living is to assist students to develop concepts of orientation and skills in travel and activities of daily living to the maximum capacity of the individual.

( ) 1.2.1 Concept Development and Travel Skills. Instruction in orientation concepts and travel skills is provided sequentially to all students with the goal of enabling them to move from one place to another with confidence, safety and purpose appropriate to their environments, ages and developmental levels.

( ) 1.2.2 Living Skills. Instruction in living skills is given to all visually impaired and multihandicapped students with the goal of enabling them to perform activities of daily living which are appropriate for their environments, ages or developmental levels.

( ) 1.2.3 Statement of Purpose. The purpose of the program for independent living is clearly set forth in writing.

Comments:

( ) 1.3 PLANNING. A variety of methods is used for systematic planning of the program for independent living.

( ) 1.3.1 Long Range Planning. A written long range plan establishes major program goals and projects the human, physical and financial resources needed to achieve them.

( ) 1.3.1.1 The major long range goals of the program for independent living are coordinated with the school's long range plans for curriculum, residential living, and leisure education.

( ) 1.3.1.2 The plan extends for a specified time beyond the present school year and is updated at stated intervals.

Comments:

( ) 1.3.2 Annual Planning. A specific written program and financial plan for the program for independent living is prepared for each fiscal year.

( ) 1.3.2.1 The annual plan includes a statement of measurable objectives to accomplish the stated goals.

( ) 1.3.2.2 The coordinator of the program for independent living and other appropriate personnel assist in preparation of the annual plan.

Comments:

( ) 1.3.3 Individualized Education Program. The individualized education program for each student includes individual assessments and plans pertinent to the program for independent living.

( ) 1.3.3.1 Information emanating from the program for independent living pertaining to initial assessment of abilities, instructional goals and periodic assessment of progress and achievements are incorporated into each student's central record.

Comments:

( ) 1.3.4 Short Range Planning. Personnel in the program for independent living maintain open channels of communication through conferences and exchange of written communications to facilitate day-to-day planning, problem solving and coordination with other school programs.

Comments:

( ) 1.3.5 Coordination with Others. Sustained efforts are made to coordinate the school's own planning for the program for independent living with related local education and community service agency efforts and in particular with the state agency for vocational rehabilitation of blind and visually handicapped persons.

( ) 1.3.5.1 The school provides information and relevant assistance to community organizations which offer services to the students in order to facilitate mutually satisfactory and appropriate experiences.

Comments:

( ) 1.3.6 Participation in Planning. Planning for the program for independent living is broadly-based with provision for appropriate participation by members of the governing or advisory body, school administrators, the coordinator of the program for independent living, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education and community service agencies, the state agency for vocational rehabilitation for the blind and visually handicapped and the state department of education.

Comments:

( ) 1.4 STUDENTS SERVED. All students, including both those who are in the academic program and those who are multihandicapped are provided appropriate instruction in independent living.

Comments:

( ) 1.5 ORGANIZATION. The program for independent living is clearly and purposefully organized.

( ) 1.5.1 Structure. The school's organizational chart locates this program within the school's administrative structure.

( ) 1.5.2 Coordination. Appropriate staff are assigned to coordinate the program for independent living including all activities related to concept development, travel and living skills.

( ) 1.5.3 Assignment of Responsibilities. Job descriptions of all personnel in the program for independent living spell out their responsibilities for the program.

Comments:

2. INDEPENDENT LIVING PROGRAM PERSONNEL

( ) 2.1 NUMERICAL ADEQUACY. A sufficient number of qualified personnel is involved in the program for independent living to meet the needs of all visually impaired and multihandicapped students.

Comments:

( ) 2.2 COORDINATOR(S). The coordinator(s) of this program demonstrate effective skills in program administration and coordination of instructional activities in independent living.

( ) 2.2.3 Knowledge about Blindness. The coordinator(s) evidence understanding of the effects of blindness or other visual impairment and multihandicapping conditions upon the student's independent living needs and abilities.

Comments:

( ) 2.3 ORIENTATION AND MOBILITY SPECIALISTS. The school employs orientation and mobility specialists who meet one or the other of the following qualifications (A or B):

A. Certification

( ) 2.3.1A Possession of a valid certificate in orientation and mobility from the American Association of Workers for the Blind.

B. Specified Qualifications

( ) 2.3.1B Professional Preparation Graduation from an undergraduate or graduate program in orientation and mobility from an accredited college or university.

( ) 2.3.2B Physical Characteristics General physical characteristics that permit the orientation and mobility specialist to protect the student from dangers of irregular terrain, moving traffic, varying architectural structures, heavily traveled walkways and other travel situations and to observe and evaluate student progress.

( )2.3.2.1B At least 20/40 visual acuity in the better eye with best correction, a contiguous field of vision of at least 120° with best correction, and no evidence of pathology which would alter this acuity and/or field to a significant extent.

( )2.3.2.2B Hearing within normal limits as generally recognized by audiologists (bilateral pure tone hearing threshold averages to within 25 db HTL).

Comments:

( ) 2.3.3 Medical Examinations of Orientation and Mobility Specialists. Current ophthalmological, otological and general physical examination reports are obtained at the time of employment and thereafter as provided by the school's personnel policies.

Comments:

( ) 2.4 LIVING SKILLS SPECIALISTS. The school employs living skills specialists who meet one or the other of the following qualifications (A or B):

A. Certification

( ) 2.4.1A Possession of a valid license or certificate in education of the visually handicapped from the state and/or the Association for Education of the Visually Handicapped.

B. Specified Preparation

( ) 2.4.1B Graduation from an undergraduate or graduate degree program in teaching living skills or in education of the visually handicapped with special course work in living skills instruction from an accredited college or university.

Comments:

( ) 2.5 CONSULTANTS. Consultants are available for assistance regarding psycho-social development, sensory motor needs, medical care, low vision needs and such other services as may be required by students.

Comments:

( ) 2.6 ROLE OF OTHER STAFF. All school personnel having direct contacts with students are expected to contribute to the provision of a positive and consistent learning environment within which students are encouraged to practice and improve their skills for independent living.

Comments:

( ) 2.7 INVOLVEMENT OF PARENTS. Sustained efforts are made to involve parents in the program and to inform them of the scope of the program and the instructional activities provided.

( ) 2.7.1 Parents are invited to visit the school to observe the program first hand.

( ) 2.7.1.1 The orientation and mobility specialists provide an appropriate range of training activities for parents including information about concept and motor skills development, experiences in blindfold training, observation of student lessons and specific instructions in activities of a supportive nature which can be carried through in the home setting.

( ) 2.7.1.2 The living skills specialists provide an appropriate range of training activities for parents including demonstrations of basic living skills and techniques, and specific instructions in activities of a supportive nature which can be continued in the home setting.

( ) 2.7.2 Conferences with parents are scheduled at least annually to discuss student progress and future goals for the individualized education program as it relates to the program for independent living.

Comments:

( ) 2.8 INSERVICE TRAINING. Provision is made in the school's staff development plan for an on-going program of inservice training for all personnel having direct contacts with students with regard to independent living.

( ) 2.8.1 Coordination. The coordinator(s) of the program for independent living are involved in the planning and provision of such inservice education.

( ) 2.8.2 Basic Orientation and Mobility Techniques. The orientation and mobility specialists provide periodic inservice training in the proper basic techniques (such as use of a sighted guide and protective use of hands) to assist in maintaining a consistent learning environment throughout the school.

( ) 2.8.3 Basic Living Skills. The living skills specialists provide periodic instruction in teaching and reinforcing living skills to assist in maintaining a consistent learning environment throughout the school.

( ) 2.8.4 Low Vision Aids. Basic information is provided as needed about the use and availability of low vision aids and low vision clinic services.

( ) 2.8.5 Other. Other information, including safety and emergency procedures, which is pertinent to independent living is incorporated into the inservice training.

Comments:

3. CONCEPT DEVELOPMENT AND TRAVEL SKILLS

( ) 3.1 INSTRUCTIONAL CONTENT. The instructional content of concept development and travel skills is comprehensive, clearly organized and sequentially designed according to the age or developmental level, abilities and needs of each student whether totally blind or partially sighted.

( ) 3.1.1 Sensory and Motor Training. All students, totally blind, partially sighted and multihandicapped, are provided a systematic and sequential program of sensory and motor training.

Comments:

( ) 3.1.2 Concept Development. A systematic and sequential program is provided to all students for developing body awareness, spatial awareness and environmental concepts.

Comments:

( ) 3.1.3 Developing Orientation and Mobility Skills. There is a systematic and sequential program for developing orientation and mobility skills which permits advancement by stages as each student matures and as travel needs change.

( ) 3.1.4 Active Travel Teaching. All active travel teaching takes place with one orientation and mobility specialist working with one student so that concentrated and effective instruction is provided with a minimum of hazard and confusion.

( ) 3.1.4.1 Contributory instruction in concept development and travel skills, not of the active travel teaching variety, is provided to students individually or in groups.

Comments:

( ) 3.1.5 Educational and Social Adjustment. Concept development and travel skills training is part of and related to every educational and social adjustment program undertaken by the school.

Comments:

( ) 3.2 INSTRUCTIONAL ACTIVITIES. Instructional activities in concept development and travel skills contribute to the implementation of the individualized education program of each student.

( ) 3.2.1 Flexible Periods. Instruction periods allow for flexible time allotments, such as double periods, to suit the nature of the particular activities and the individual student needs and abilities.

Comments:

( ) 3.2.2 Sensory and Motor Training. All students are provided comprehensive instruction designed to increase sensory and motor skills.

( ) 3.2.2.1 Instruction in sensory and motor skills is provided prior to and during instruction in active travel skills.

( ) 3.2.2.2 Instruction in sensory and motor skills is provided appropriate for the students' environments, ages or developmental levels.

( ) 3.2.2.3 Specific activities are included to increase the effective use of vision (check those instructional experiences regularly provided):

_____ Stimulation of maximum use of vision in all activities

_____ Specific instruction in use of residual vision

_____ Use of standard low vision travel route to reveal the potential for use of aids and for further training

_____ Instruction in use of low vision aids which are prescribed by qualified professionals to enhance both near and distance vision

_____ Other (specify)

Comments:

( ) 3.2.2.4 Specific activities are designed and utilized to increase auditory ability (check those instructional experiences regularly provided):

_____ Practice opportunities for identification of sounds (e.g., through use of recordings, trips to different environments and locales)

_____ Practice opportunities for localization of sounds (e.g., through utilization of a sensory training room or specially planned off-campus trips)

_____ Other (specify)

Comments:

( ) 3.2.2.5 Specific activities are designed and utilized to increase olfactory abilities and temperature discrimination (check those activities which are regularly included):

_____ Practice in identification of odors and their significance

_____ Practice in sensing the implications of temperature differences in relation to orientation and travel

_____ Other (specify)

Comments:

( ) 3.2.2.6 Specific activities are designed and utilized to increase kinesthetic abilities (check those instructional experiences regularly provided):

_____ Exercises in muscle memory

_____ Exercises in body imagery

_____ Exercises in maintaining correct posture and gait

_____ Other (specify)

Comments:

( ) 3.2.2.7 Specific activities are designed and utilized to increase motor skills (check those instructional experiences regularly provided):

_____ Exercises in fine motor skills

_____ Exercises in gross motor skills

_____ Other (specify)

Comments:

( ) 3.2.2.8 Instruction includes development of concepts concerning the significance of data received from using other senses than sight.

Comments:

( ) 3.2.3 Orientation Activities. The program of orientation provides activities for organizing data from the sensory training program for purposes of orientation in a constant environment, a changing environment, a new environment, and in social situations.

Comments:

( ) 3.2.4 Types of Travel Information. Students are provided information concerning all types of travel and mobility aids, as appropriate, (check those aids about which information is regularly provided):

____ Human guides	____ Canes
____ Guide dogs	____ Electronic, ultrasonic, and other technological aids
____ Low vision aids	____ Other (specify)

Comments:

( ) 3.2.5 Travel Techniques. A sequential program of instruction is provided in as many travel techniques as are appropriate for the individual student's needs, abilities, developmental levels and interests.

( ) 3.2.5.1 Basic training is provided on the early developmental level (check those techniques regularly covered in instruction):

____ Use of sighted guide	____ Trailing
____ Protective use of hands, arms and other body movements	____ Other (specify)

Comments:

( ) 3.2.5.2 Cane travel techniques are introduced on the intermediate developmental level (check those techniques included):

_____ Grip and use of cane in cross body and touch techniques

_____ Principles of orientation indoors and outdoors; how to obtain and use reference data through remaining senses

_____ Locating, ascending and descending stairs

_____ Methods of maintaining straight line walking

_____ Proper use of cane in crowded areas with due regard for others

_____ Other (specify)

Comments:

( ) 3.2.5.3 Complex travel skills are taught on the advanced developmental level (check those skills regularly included in instruction):

_____ Location of intersections, with and without curbs

_____ Judging traffic sounds, pattern and movement

_____ Crossing streets

_____ Intersection patterns

_____ Use of common modes of transportation

_____ Contacting and, when necessary, tactually identifying objects including overhead obstructions

_____ Getting from unknown to known points, through drop-offs, etc.

_____ Environmental and seasonal variables

_____ Use of low vision aids and residual vision under varying conditions

_____ Other (specify)

Comments

( ) 3.2.5.4 Instructional activities on the advanced level include appropriate content and experiences embodied in driver education to assist students in orientation to motor vehicles and the basic "rules of the road" and thus increase their skills as pedestrians and passengers.

Comments:

( ) 3.2.6 Exercises. The course plan includes various exercises relating to physical fitness, posture, breathing, coordination and balance.

Comments:

( ) 3.3. FACILITIES, MATERIALS AND EQUIPMENT. The facilities, materials and equipment available to the concept development and travel skills program are adequate in providing a complete training program to meet the needs of the student population.

( ) 3.3.1 Space. Ample space is available for travel training instruction.

( ) 3.3.2 Classroom Space. Adequate classroom space is provided for instruction and special exercises.

( ) 3.3.3 Outdoor Areas. Outdoor areas are provided where students may move about freely without fear of running into obstacles.

Comments:

( ) 3.3.4 Indoor Areas. Indoor areas are provided where students may engage in unrestricted free play.

( ) 3.3.5 School Plant Construction. The school plant contains features consistent with characteristics found in the usual community (e.g., structure of sidewalks, curbs, steps, etc.).

( ) 3.3.6 Use of the Community. Mobility training includes the use of the community where samples of terrain, obstacles, controlled and uncontrolled intersections, shopping areas, heavy pedestrian areas, and public transportation are encountered by students.

Comments:

( ) 3.3.7 Equipment. Proper instructional materials and equipment (e.g., balance beams, tape recorders, sensory training materials and systems, etc.) are available in adequate supply.

( ) 3.3.7.1 Information from periodicals and other sources on orientation and mobility is available for student use in appropriate media.

( ) 3.3.7.2 A variety of canes in different sizes and materials is available.

( ) 3.3.7.3 A variety of tactile aids is available including maps of the school grounds or training area, models of common structures found in the environment, etc.

( ) 3.3.7.4 A variety of materials is available for training in the following senses: visual, auditory, olfactory, tactual, and kinesthetic.

( ) 3.3.7.5 Information is available to students regarding other mobility aids such as: dog guides, low vision aids, and technological aids.

( ) 3.3.7.6 Films, slides, recordings and other audio-visual materials are available for classroom use.

Comments:

4. LIVING SKILLS

( ) 4.1 INSTRUCTIONAL CONTENT. The instructional content of living skills is comprehensive, clearly organized and sequentially designed according to the age or developmental level, abilities and needs of each student.

( ) 4.1.2 Scope. Instruction is provided in a wide variety of living skills including self-care, posture, sensory utilization, social skills, eating techniques, everyday communications, homemaking, grooming, and others.

Comments:

( ) 4.1.3 Coordination with Other Curricular Programs. Content in living skills is incorporated wherever appropriate in other curricular programs on a coordinated and consistent basis.

Comments:

( ) 4.1.4 Role of School Staff. Various school staff members are assigned definite and appropriate responsibilities as the primary instructors for various groupings of living skills.

( ) 4.1.4.1 Instruction is provided in good posture, graceful movement, acceptable gait, dancing, body gestures and facial expressions (check the primary instructors for these skills):

____ Living skills specialist
____ Physical education instructor
____ Orientation and mobility staff
____ Classroom teachers
____ Leisure education staff
____ Residence staff
____ Other (specify)

Comments:

( ) 4.1.4.2 Reinforcement activities are provided in sighted guide techniques, directionality, localization of sounds, tactual sense development, olfactory and gustatory ability development, and kinesthetic sense development (check the personnel primarily responsible for such reinforcement):

____ Living skills specialist
____ Physical education instructor
____ Classroom teachers
____ Leisure education staff
____ Residence staff
____ Other (specify)

Comments:

( ) 4.1.4.3 Instruction is provided in common social courtesies, etiquette, introductions, hosting responsibilities and dating (check the primary instructors for these skills):

____ Living skills specialist
____ Homemaking instructor
____ Classroom teacher
____ Leisure education staff
____ Residence staff
____ Other (specify)

Comments:

( ) 4.1.4.5 Instruction is provided in everyday communications skills such as handwriting, personal typing, and use of telephone, Talking Book equipment, tape recorder and other devices (check the primary instructors for these skills):

_____ Living skills specialist
_____ Residence staff
_____ Classroom teacher
_____ Other (specify)

Comments:

( ) 4.1.4.6 Instruction is provided in the care, selection and organization of clothing (check the primary instructors for these skills):

_____ Living skills specialist
_____ Classroom teacher
_____ Residence staff
_____ Homemaking instructor
_____ Other (specify)

Comments:

( ) 4.1.4.7 Instruction is provided in self-care including grooming, personal hygiene, care of the eye, spectacles and other prostheses (check the primary instructors for these skills):

_____ Living skills specialist
_____ Residence staff
_____ Homemaking instructor
_____ Nursing staff
_____ Classroom teacher
_____ Other (specify)

Comments:

( ) 4.1.4.8 Instruction is provided in household responsibilities such as use, cleaning, maintenance and repair of household appliances and equipment (check the primary instructors for these skills):

_____ Living skills specialist
_____ Classroom teacher
_____ Residence staff
_____ Homemaking instructor
_____ Other (specify)

Comments:

( ) 4.1.4.9 Instruction is provided to develop concepts using senses other than sight (check the primary instructors for this purpose):

_____ Living skills specialist
_____ Physical education instructor
_____ Homemaking instructor
_____ Leisure education staff
_____ Classroom teacher
_____ Orientation and mobility staff
_____ Residence staff
_____ Other (specify)

Comments:

( ) 4.1.4.10 Individual counseling and assistance is provided when special needs become evident (check the primary providers of such counseling):

_____ Living skills instructor
_____ Classroom teacher
_____ Residence staff
_____ Educational diagnostic and counseling staff
_____ Other (specify)

Comments:

( ) 4.1.4.11 Instruction is provided in use of cosmetics and the organization of personal belongings (Check the primary instructors for these skills):

_____ Living skills instructor
_____ Classroom teacher
_____ Residence staff
_____ Homemaking instructor
_____ Other (specify)

Comments:

( ) 4.2 INSTRUCTIONAL CONTENT AND ACTIVITIES. Instructional activities in living skills contribute to the implementation of the individualized education program of each student.

( ) 4.2.1 Living Skills Sessions. Individual and group sessions with students are utilized for the development of specifically needed skills.

Comments:

( ) 4.2.2 Classroom Work. Teachers encourage the development of daily living skills in all aspects of classroom work.

( ) 4.2.3 Informal Discussions. Informal discussions are held with students regarding relevant personal experiences and problems encountered in daily living.

Comments:

( ) 4.2.4 Group Sessions. Group sessions are held regarding the development of social graces and dating etiquette.

( ) 4.2.5 Interviews. Opportunities are provided for older students to practice techniques associated with such activities as being interviewed for a job, admission to a school of higher learning, etc.

Comments:

( ) 4.2.6 Independent Living Experience. A structured program of instruction is provided to all advanced students in preparation for their participation in an independent living experience as covered in *Section D-26, Residential Living Program.*

( ) 4.2.7 Special Aids. Instruction is given in the use of special aids necessary for daily living, according to each student's age and development.

Comments:

( ) 4.2.8 Adaptations of Materials. Students are encouraged to make their own adaptations of common materials to meet everyday needs.

( ) 4.2.9 Planning Activities. Students are given an opportunity to plan games, group activities, and refreshments for their own parties and are involved with staff members in the planning of school functions (i.e., dances, banquets).

Comments:

( ) 4.2.10 Activities. Informal activities are utilized to teach social skills including field trips to acquaint students with situations they may encounter in the sighted world outside home and school.

( ) 4.2.11 Involvement of Parents. Parents are encouraged to visit the school and observe techniques useful in teaching living skills so that training can be reinforced in the home setting.

Comments:

( ) 4.3 FACILITIES, MATERIALS AND EQUIPMENT. The facilities, material and equipment available in the instruction of living skills are adequate in meeting the needs of the student population.

( ) 4.3.1 Instructional Materials. An adequate supply of multi-sensory instructional materials is available for use in teaching living skills.

( ) 4.3.2 Special Aids. Samples of special aids to daily living that have been adapted for the blind are available for instruction and use.

Comments:

( ) 4.3.3 Equipment. Common household and grooming items and equipment used for activities of daily living are available for instruction and use.

( ) 4.3.4 Residence Facilities for Advanced Students. Housing facilities for advanced students are equipped with kitchenettes, washers, dryers, and other materials and equipment necessary in teaching daily living skills.

( ) 4.3.5 Home Management House or Apartment. A home management facility is available to all advanced students with the purpose of instruction in homemaking skills and consumer education.

( ) 4.3.6 Independent Living Unit. A typical apartment is available for advanced students to live in for a period of time to gain practical knowledge of living independently through maintaining a budget, managing a checking account, the purchasing and preparation of foods, operating various appliances and the like, as described in *Section D-26, Residence Living Program.*

( ) 4.3.7 Community. Community resources are utilized for providing practice in skills of daily living.

Comments:

5. PROGRAM EVALUATION

( ) 5.1 PURPOSE. The school uses various systems for evaluation of the program for independent living in order to monitor the application of human and financial resources, to appraise the progress made toward program goals, to measure the extent of achievement of established program objectives, to ensure consistency with the school's statement of philosophy of service and to assess student performance.

Comments:

( ) 5.2 SCOPE OF PROGRAM EVALUATION. Evaluation of the program for independent living is conducted systematically and includes all relevant factors affecting the program.

( ) 5.2.1 Long Range Plan. Progress toward reaching the long range goals of the program for independent living is reviewed each year and the findings used to aid in revising and extending the long range plan for the overall curriculum.

Comments:

( ) 5.2.2 Annual Plan. The achievements of the program for independent living are measured against the specific objectives established in the annual program and financial plan and a review is made of the expenses of the program.

( ) 5.2.2.1 The findings are used to aid in developing the next annual program and financial plan.

( ) 5.2.3 Resources. Evaluation of the program for independent living encompasses the adequacy of available resources including personnel, facilities, materials and equipment.

( ) 5.2.4 Evaluation Systems. The systems used for evaluating the program for independent living are themselves evaluated, from time to time, in terms of efficiency and effectiveness in achieving their purposes.

Comments:

( ) 5.2.5 Program Evaluation Checklist. The evaluations of the program for independent living are made in relation to a number of significant factors such as (check those which are regularly included in evaluation of this program):

____ Clarity of purpose

____ Effectiveness of planning processes

____ Breadth of participation in planning, service delivery and evaluation

____ Organizational efficiency

____ Appropriateness of involvement of the independent living program coordinator, orientation and mobility specialists, living skills specialist and other school personnel.

____ Adequacy of opportunities for the student to make decisions

____ Adequacy of opportunities for students to interact with the sighted community

____ Suitability of program content for blind visually handicapped and multihandicapped students

____ Sufficiency of range of instructional activities

____ Adequacy of resources available for the program

____ Findings of follow-up studies

____ Other (specify)

Comments:

( ) 5.3 SCOPE OF STUDENT ASSESSMENT. Provisions are made for timely assessment of progress in relation to the components of each student's individualized education program.

( ) 5.3.1 Individualized Education Program. Student assessment procedures are an integral part of the process of developing and revising, whenever indicated, each student's individualized education program.

( ) 5.3.2 Relationship to Program Evaluation. The findings of individualized student assessment are utilized in evaluation of the program for independent living.

( ) 5.3.3 Student Assessment. Student assessments are made in relation to a number of significant factors such as (check those which are regularly taken into account in student assessment):

____ Developmental level

____ Observed skills

____ Student interest

____ Adequacy of sequentiality of instruction

____ Extent of participation in planning and assessment by the student and parents or guardians.

____ Recorded evidences of student growth and progress

____ Utility of individual assessment procedures and instruments

____ Readiness for self-directed living and mainstreaming

____ Suitability of available resources to serve the best interests of the student

____ Other (specify)

Comments:

( ) 5.4 PARTICIPATION IN EVALUATION. Provisions are made for broadly-based participation in the evaluations of the program for independent living.

( ) 5.4.1 Sources of Input. Provision is made for appropriate participation in evaluations by members of the school's governing or advisory body, school administrators, the coordinator of the program for independent living teachers, houseparents, aids or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education, recreation and social service agencies, the state agency for vocational rehabilitation of the blind and visually handicapped, and the state department of education.

Comments:

( ) 5.4.2 Structure. Evaluations of the program for independent living are conducted by means of established systems with assigned responsibilities including a committee headed by the coordinator of the program for independent living or other designated individual.

Comments:

( ) 5.5 UTILIZATION OF FINDINGS. Evaluation findings are summarized in writing and systematically used in the school's planning, budgeting and internal and public reporting activities.

Comments:

PROGRAMMING FOR IMPROVEMENT

Programming for improvement involves a continuous cycle of planning, implementation and evaluation. Accreditation is a structured method of evaluation and planning. When meshed closely with an organization's normal program and fiscal planning and evaluations, the accreditation process enhances the organization's capacities to effect improvements.

This final part of the Guide is intended to summarize and report on the principal findings of the self-study of the program evaluated on the preceding pages.

The first question is designed to elicit a listing of those features of the program which are deemed to be most outstanding.

Questions two through six are designed for the organization to summarize its program for improvement. Starting with a review of the recent past, these questions proceed through the present and into the future. Undoubtedly, the NAC self-study of this program has generated ideas for its improvement. Questions four through six are focused particularly on taking advantage of the momentum created by the self-study by setting forth a timetable for improvement which reflects or can be incorporated into the organization's normal planning system.

This summary will help the on-site review team to understand and to report on the program's strengths, the organization's recent achievements and its plans for the future. In this way, it also will assist the Commission on Accreditation in applying the following principle: if deficiencies exist, the organization is willing to remedy them and shows evidence of commitment to make the needed improvements in a reasonable time.

The "bottom line" for any human service program is its beneficial impact on the lives of the people it serves, and question seven asks about such impact. If the organization has conducted any recent follow-up studies, data from them as well as the broadly-based input received from participants in the self-study may be helpful in preparing this statement.

1. What are the outstanding features of this program at this time?

2. *What improvements or other changes were made in the fiscal periods from five years ago through two years ago?*

3. *What improvements or other changes were made in the most recently completed fiscal year?*

4. *What improvements or other changes have been introduced in the current fiscal year? (Indicate which were made as a result of the self-study. Also, if they have not yet been completed, indicate when completion is expected.)*

5. *What improvements are included in the plan for next fiscal year?*

6. *What additional improvements are contemplated in the long range plan?*

7. *What impact has this program had on the persons served?*

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Date completed by Subcommittee _____

Date accepted by Coordinating Committee _____

Organization Name _____

SELECTED READINGS

BOOKS

American Foundation for the Blind. *A Step-by-Step Guide to Personal Management for Blind Persons*, Second Edition. New York, NY: American Foundation for the Blind, 1974.

Child Care Staff. *Techniques for Daily Living Curriculum Guides*. Jacksonville, IL: Illinois School for the Visually Impaired, 1970.

Hill, Everett and Ponder, Purvis. *Orientation and Mobility Techniques: A Guide for the Practitioner*. New York, NY: American Foundation for the Blind, 1976.

Webster, Richard. *The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently*. Jacksonville, IL: Katan Publications, 1977.

LEGISLATION

Education for All Handicapped Children Act of 1975 (Public Law 94-142. November 29, 1975). Washington, DC: U. S. Government Printing Office, 1975.

JOURNALS

Education of the Visually Handicapped. Philadelphia, PA: Association for Education of the Visually Handicapped.

Exceptional Children. Reston, VA: Council for Exceptional Children.

Journal of Visual Impairment and Blindness (through 1976, *The New Outlook for the Blind)*. New York, NY: American Foundation for the Blind.

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